

SANTA ANA COLLEGE COURSE OUTLINE	
DISCIPLINE, NUMBER, TITLE: <u>English Multilingual Students 110, Introduction to the Essay</u> (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)	
CATALOG ENTRY	
Discipline	English Multilingual Students
Course Number	110
Course Title	Introduction to the Essay
Former Title	
Units	3
Lecture Hours	64
Laboratory Hours	16
Arranged Hours	None
Total Semester Contact Hours	80
COURSE IDENTIFICATION NUMBER(S) (C-ID)	
PREREQUISITE(S)	
Prerequisite	
Grade of C or better in EMLS 109 or qualifying profile from ESL placement process.	
CATALOG DESCRIPTION	
Introductory writing course for multilingual students who speak English fluently but make multiple grammar errors when writing. Composition course progresses from paragraph to essay, emphasizing basic expository modes, grammar review, critical reading, and revision and editing techniques. Lab hours are required.	
Budget Unit	
Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	493084 - ESL Writing
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP
Curriculum Office Use Only.	
Department Chair Approval Date:	
Divison Chair Approval Date:	
Curriculum and Instruction Council Chair Approval Date:	
COURSE CONTENT	
(Include major topics of the course, time required, and what the student is expected to learn.)	
Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e., knowledge, comprehension, application, analysis, synthesis and evaluation.)	
WRITING OVERVIEW	

A. Pre-writing strategies

To generate ideas for discussion and writing. To focus ideas for topic narrowing.

B. Writing based on readings, including the following formats:

1. Summaries
2. Evaluations
3. Critical analyses
4. Personal responses

To develop ideas from pre-writing into fuller form. To be able to differentiate modes.

C. Revision and editing (sentence combining and variety)

To utilize feedback to achieve better organization and clarification of ideas.

To produce final drafts with increasing grammatical and mechanical correctness.

PARAGRAPH ELEMENTS (parentheses () indicate level at which this concept was introduced)

All EMLS 110 paragraphs (minimum number 5--one from each mode, 4 must be in-class; minimum words -150) should incorporate these concepts:

A. Topic sentence (review)

1. Expresses one main idea
2. Contains a subject and an attitude
3. May appear at the beginning, middle or end

B. Development

1. Involves a series of related sentences
2. Provides detail and specific support
 - a. Description (055, 107)
 - c. Illustration by examples (109)
 - d. Causes or effects
 - e. Persuasion

C. Organization

1. Chronological (055)
2. Spatial (107)
3. Block style (comparison or contrast)
4. Point-by-point style (comparison or contrast)

D. Coherence (055 through 112)

1. Transitional expressions
 - a. Sequence
*first, second, third, then, finally, furthermore
 - b. To show result
For this reason, thus, therefore, as a result, consequently
 - c. Contrast
*on the other hand, on the contrary, in contrast, however, nevertheless
 - d. Comparison
*similarly, likewise, along the same lines, in the same way

2. Repetition of key words and phrases

3. Synonyms and pronouns

4. Parallelism

E. Unity (109)

F. Consistent point of view and identifiable audience (109)

G. Conclusion (109)

PARAGRAPH MODES

I. Illustration by example (review)

A. Topic Sentence

1. Narrow subject
2. Specific controlling idea
3. Expression of opinion or attitude

B. Unified discussion

C. Specific concrete multiple examples or extended example

D. Coherence

E. Concluding statements

II. Cause / Effect (new)

A. Topic sentence

1. Narrow subject
2. Specific controlling idea

- 3. Expression of opinion or attitude
 - B. Unified discussion
 - C. Development of logical causes or effects
 - D. Coherence
 - E. Concluding statements
- III. Comparison or contrast paragraphs (new) should contain the following:
- A. Logical basis for comparison or contrast
 - B. Clear topic sentence that identifies the subjects to be compared OR contrasted
 - C. Clear focus on either comparison or contrast
 - D. Block or point-by-point method of organization
 - E. Balance (both subjects should receive equal time and weight)
 - F. Conclusions that demonstrates a preference or an advantage of one subject to another
- IV. Persuasion paragraphs should include the following:
- A. Historical (or social) background information on the topic (optional)
 - B. Topic sentence stating what one wants the audience to believe or do
 - C. Statement refuting (or addressing) an opposing point of view
 - D. Adequate support: sound reasons, facts, examples, statistics, experts' opinions
 - E. Conclusion that includes an emphatic restatement of the topic sentence

ESSAYS

- I. All EMLS 110 essays (minimum number 1; 300-400 words - take home) should include the following:
- A. An effective introductory paragraph, concluding with a sufficiently limited thesis statement.
 - B. A minimum of two developmental paragraphs, demonstrating unity, coherence, adequate support, as well as appropriate topic development.
 - C. Coherence devices to bridge paragraphs.
 - D. A brief conclusion
- II. Essay topics should be drawn from the following modes:
- A. Comparison or contrast
 - B. Cause or effect
 - C. Persuasion

MECHANICS

Students in EMLS 110 should display in their writing near mastery of the following: (review)

- I. Manuscript preparation
 - A. Type or write on one side of paper
 - B. One inch margins
 - C. Proper placement of heading (MLA format)
 - D. Number all pages
 - E. Correct titling
- II. Capital letters
 - A. Titles of works
 - B. Quotation
- III. Numbers
- IV. Abbreviations
- V. Syllabication

GRAMMAR (new)

- I. Conditional Sentences (Azar, Chapter 20, entire chapter)
 - A. True in present/future
 - B. Untrue in present/future
 - C. Untrue in past
 - D. Progressive verb forms
 - E. Mixed time
 - F. Omitting **if**
 - G. Implied conditions
 - H. **Wish**
 - 1. **would** for wishes about the future
 - 2. **wish** vs. **hope** (by instructor handout)
- I. If/as though

GRAMMAR (review)

Grammar work in this course should emphasize the following:

- I. Sentence variety through reductions and expansions
- II. Sentence combining and reduction skills to handle 3-5 clause ideas
- III. Control of indirect vs. direct quoted material
- IV. Review of other grammatical structures as required

PROBLEM AREAS

Students will be asked to work on strategies to avoid errors in the following:

- I. Passive voice
- II. Choppy writing (lack of subordination, poor transitions)
- III. Wordiness
- IV. Cliches/euphemisms
- V. Dangling/misplaced modifiers
- VI. Expletives
- VII. Word order/choice/forms
- VIII. Others

READING

A. Pre-reading strategies

To develop an understanding of how an author's background can influence his/her writing. To analyze titles, make predictions and ask questions about content and author's intent from titles, first paragraphs, and topic sentences.

B. Comprehension

To increase comprehension and information recall, to further develop skills in scanning for facts, to draw inferences, make conclusions and judgments, to differentiate between main ideas and primary and secondary support, to recognize theme, moral, message, tone, allusion, and irony.

C. Vocabulary preview and review

To increase fluency by developing both active and passive vocabularies, and understanding of idiomatic language.

D. Post-reading strategies

To learn questioning techniques related to comprehension, application, analysis, evaluation, and synthesis. To organize main and supporting ideas into outlines. To paraphrase.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required:Betty Azar. *Understanding and Using English Grammar*, 3rd ed. Prentice Hall Regents , 1998, ISBN: 0-13-958661-. \$47.15

or

Required:Anthony Winkler and Jo Ray McCuen. *Writing Talk*, 5th ed. Prentice Hall, 0, ISBN: xxxxx. \$75.00

or

Required: Kris Cavina. *Regarding the United States*, ed. xxxx, 0, ISBN: 1-889850-08-X. \$36.00

or

Required:Joyce S. Cain. *Eye on Editing*, ed. Longman Press, 0, ISBN: 0-201-62134-7. \$27.75

and

Required:Susan Fawcett and Alvin Sandberg. *Evergreen with Readings*, 8th ed. Cengage, Boston, 0, ISBN: 9780618-87943. \$77.25

or

Required:Kirszner & Mandell. *Writing First with Readings*, 4th ed. Bedford/St.Martin's Press, 0, ISBN:

0-312-48760-. \$64.25

or

Required:John Langan. *English Skills*, 9th ed. xxxxx, 0, ISBN: 978-0-07-3384. \$75.00

or

Required:Ferguson and Nickerson. *All in One*, 4th ed. Prentice Hall, 0, ISBN: 0-13-530940-9.

Recommended readings and/or materials:

None

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

5 - Essential-always try to achieve

1. -

Reading and Writing

1. Use elements of the writing process such as prewriting, organizing, drafting, and revising, with a strong emphasis on editing. At the end of the course, demonstrate increased grammatical accuracy (fewer grammatical errors) in one's first draft of a given assignment.
2. Summarize the main ideas of a reading and paraphrase the author's points effectively.
3. Demonstrate competency in the use of specific rhetorical patterns and logical patterns of development in well-organized paragraphs and essays.
4. Read critically.

Listening and Speaking

1. Demonstrate aural comprehension and refine oral production.
2. Use listening strategies for note-taking and appropriate questioning.
3. Use speaking as a tool for generating ideas and utilize one's prior knowledge in small group and large group discussion.
4. Summarize and paraphrase verbally.

Thinking and Reasoning

5 - Essential-always try to achieve

1. -

Creative Thinking

1. Use narrative and descriptive skills in composing paragraphs and essays, incorporating the use of literary devices such as metaphors, similes, and images.
2. Generate ideas using prewriting strategies.

Critical Thinking

Write expository, contrast, and cause/effect paragraphs and essays that are supported by evidence and logical reasoning.

Information Management

2 - Unimportant-rarely try to achieve

1. -

1. Information Competency

Students who choose to do research on their topic must provide a copy of the original source and demonstrate an ability to apply the information in an effective and responsible way.

2. Technology Competency

Students will demonstrate word processing skills; all homework paragraphs and essays must be typed and follow MLA guidelines.

Diversity

4 - Very important-often try to achieve

1. -

Cultural

Read and comprehend literary and expository works from diverse historical and cultural backgrounds. Interact with students of diverse cultural backgrounds.

Social

Read and comprehend literary and expository works from diverse socio-economic backgrounds. Interact with students of diverse cultural backgrounds.

Environmental

Read about and discuss ethical issues, including those pertaining to environmental concerns.

Civic Responsibility

3 - Important-sometimes try to achieve

1. -

Ethical Issues

1. Discuss moral dilemmas that are present in the readings.
2. Examine both historical and contemporary societal issues that are present in the readings.

Life Skills

4 - Very important-often try to achieve

1. -

1. Develop increased grammatical accuracy to convey clear meaning in speech and writing.
2. Meet deadlines.
3. Develop tolerance for diverse opinions.
4. Develop confidence in writing and speaking.
5. Develop writing skills critical to being an employee who comprehends and produces messages for communication in the workplace.
6. Develop note-taking ability to enhance the sharing of information in the workplace.
7. Increase the ability to express ideas with clarity and effectiveness suitable to the workplace.

Careers

1 - Not applicable-never try to achieve

1. - Students will explore how important English speaking and writing skills are to job hunting and employment.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Group Study & Exercises
Handouts
Instructor Demonstrations
Lecture
Other
Reading Assignments
Writing Projects & Reports

Other (Specify):

1. Lecture presentations
 2. Reading strategies
 3. Class and small group tasks
 4. Instructor modeling and student practice of target structures
 5. Instructor guidance for student correction of written assignments
 6. Media presentations (as appropriate)
 7. Lab attendance
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WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

- A. Study of reading texts and handouts - 64 hours per semester
 - B. Structural practice - 48 hours per semester
 - C. Out-of-class writing, revision and editing practice, preparation - 32 hours per semester
 - D. Lab attendance - 10 hours per semester
- Total: 160 or more hours per semester
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STANDARDS OF ACHIEVEMENT

List graded activities.

1. Minimum of 5 graded 150-word (4 in-class) (additional writings out of class)
 2. Minimum of 1 graded 300-400 word take home essay
 3. Grammar quizzes and homework, including grammar exercises, responses to reading questions, summarizing and vocabulary exercises.
 4. Reading comprehension and vocabulary quizzes
 5. Preparation for class participation and lab attendance
 6. Final examination (in-class writing) and optional mid-term
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How will student learning be assessed? (Multiple measures must be used.)

- A. Reading and Writing
 1. Paragraphs and essays assessed by instructor
 2. Reading comprehension assessments (written responses)
 3. Peer evaluation of writing assignments
 4. Self assessment through the writing process
 5. Responses to reading through journals (assessed by instructor for content)
 6. Peer and group discussions (reading and writing activities)

B. Evaluation Standards

1. At the end of the course, the student will produce writings demonstrating competence in standard English: simple, compound, and complex sentences; verb tenses; subject-verb agreement; and reduction/expansion using gerunds, infinitives, adverb clauses, adjective clauses, and modifying phrases.

2. In general, the student will have 70% mastery of not only what should have been covered in previous courses but also what has been covered so far in the current course. This standard will hold regardless, of whether or not the student presents exceptionally interesting content.

At the 110 level, in a paragraph of approximately 150 words, there should be no more than 5 serious errors. In an essay of 300-400 words, there should be no more than 10 errors in the following categories: verb tense/form, subject-verb agreement, voice, modals, word order (including omission of subject, verb, object, or prep) singular/plurals, gerunds and infinitives, subordination, sentence boundaries, and word forms.

C. Final grades will be weighted as follows:

1. In-class paragraphs - 50%
2. Homework, reading activities, lab hours - 20%
3. Final examination (must be an in-class writing essay of 300+ words or two paragraphs of 150 words each) - 30%

D. Standard grading scale for objective tests and quizzes

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F

Supplemental Forms

Requisite Approval Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
Additional measurable instructional objectives that the honors student will be expected to accomplish.
Additional reading, writing, and special projects in this honors course will require students to:
Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office	
Last Reviewed by C&IC	
Instructor met min qualifications	No
Instructor provided immediate supervision/control	No
Students do not exceed allowable class hours	No
Instructor monitors computer lab/library usage	No

Student initiates course enrollment No
Students informed when enrolled No
All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

New Course Proposal Form

Course Title	EMLS 110 - Introduction to the Essay
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	